

Features of studying the gender of the noun of the Russian language in foreign groups

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Abstract - The gender categories is one of the most complicated and mostly applied grammar structures in Russian grammar. The gender categories is usually identified based on the word endings. Most students learning Russian as a second language find this topic difficult to fully understand and truly apply in their speech. For this reason, it is essential to differentiate between the genders. The following article looks into this issue.

Key Words: gender category, masculine, feminine and nominative, suffix

1. INTRODUCTION

The Russian language, which belongs to the group of inflected languages, has a complex case system, species-tense forms of the verb, branched syntactic structure; that is why the grammatical structure of the language is difficult to master without learning the rules. If the grammar of the native language can be learned without support on the model, then the grammatical structure of a non-native language cannot be comprehended only through practice in speech, as it will take quite a long time. Know the introduction of rules shortens the path to the practical assimilation of a foreign language. The difficulty of teaching Russian grammar lies in the fact that speech the activities of students are limited to the framework of the lesson and the classroom, outside which students usually continue to communicate in their own language. This does not provide optimal conditions for automating language and reskills and, in particular, has a serious impact on the formation studies of grammatical skills. The optimal situation is when the student finds himself in an alien language environment (for example, in a group of students are speakers of different languages), because immersion in it will serve an incentive to learn the intermediate language as soon as possible, in this case Russian.

One of the most difficult topics in Russian for foreign students is The category of genus. Distribution by ro-ladies in different languages may not match or this category. Grammatical category of gender in Russian language has an ambiguous interpretation. Genus is that grammatical a category, the general meaning of which is very difficult to establish. A.A. Po-tebnya noted that the genus is one of the general humanoid concepts. According to A.M. Peshkovsky, generic categories symbolize real sex differences.

2. MATERIALS AND METHODS

Under the term "genus", some investigators understand the word-classifying grammatical category Russian subject words. Gender is inherent in all nouns of the Russian language and is an independent category for them from the point of view of syntax, therefore is considered by many authors as one of the main grammatical noun categories. A noun cannot change by gender, it contains an original generic meaning. The Russian language is characterized by a relatively stable correlation between the genus of the noun and its formal indicator. At first terms such as "ending", "suffix", "stemwa", a foreign student can be taught to determine the gender of nouns by the final letter (final sound): zero ending - masculine, flex- this -a / i is inherent in the female gender, -o / e is in the middle. Grammar tables and the pictures that the teacher should use in the lesson are designed to illustrate this material and help to understand it, since the work the visual channel of perception turns on. At this stage of training, clarify We also need to remember the following information:

- nouns with a soft consonant(ъ) can be masculine mu and female gender (день- day, тетрадь- notebook, соль- salt);
- nouns ending in -ж, -ш, -ч, -щ can refer to masculine or female gender (борщ, карандаш- pencil).

In texts or exercises, students often come across correlative generic forms of animate nouns: учитель-учительница, студент-студентка, писатель-писательница, артист-артистка, чемпион-чемпионка (teacher-teacher, student- student dentist, writer-writer, artist-artist, champion champion) and others. Often, the definition of the kind of these words does not cause difficulties: on it is indicated by formal indicators. Subsequently, students with ease will be guided in the generic relations of the same root words. It should be pay attention to supportive generic pairs: мужчина – женщина, баран – овца, конь – лошадь, бабушка – дедушка, дядя – тетя, брат – сестра. (man - woman, ram -sheep, horse -horse, grandmother - grandfather, uncle - aunt, brother - sister.)

it is necessary to give not only the forms of possessive pronouns in the nominative nom case, but also the numeral one, one, one, since when used in combination of nouns with them reveals the need to know gram- of the mathematical genus of the latter. In general, from our point of view, in educational process, it is necessary to use more exercises, skill-building relationships between pronoun and noun. Sometimes difficulties arise in determining the genus of seemingly known foreign students of words. It is about internationalism. Vocabulary may be familiar to students, but the gender of a particular lexical unit in the original the target language may not match the gender in the recipient language. In french language of the word in -gramme (Russian program, telegram) masculine, in Russian- ском - female. Anglophones, having learned the rule that nouns are each consonant is masculine, by analogy with the English equivalent the final vowel is omitted with ribbons, guided by grammatical gender mother tongue: my forms, one minute. The teacher is recommended to it is wise to focus on this issue and correct errors. Language interference is characteristic of bilinguals, since they fall into the genetic a completely unrelated language environment.

Features of studying the category of gender in Russian lessons language . Among the significant parts of speech, both in Russian and in the native (Uzbek) language of students one of the main places belongs to the name noun. The most characteristic morphological feature of names nouns in Russian are the grammatical category of gender. As you know, singular nouns refer to

one of three genera: male, female and middle. In plural there is no gender category, and therefore nouns used only in the plural, the gender category is not possess. The assignment of animate nouns (names of persons male and female) to male or female gender is associated with real generic ideas, that is, many animate nouns the concepts of "gender" and "gender" coincide. However, not all. So, the names of a number of animals, birds, fish in one form, either masculine or feminine are used to refer to both male and female (for example: карась- crucian carp - masculine: щука- pike - feminine). As for inanimate nouns, their gender is not associated with real ideas, but has only grammatical value. Difficulties in mastering the category of gender are due to the diversity of linguistic means of expressing the category of gender in various groups of nouns, logical non-motivation of the genus in some names of living creatures and in all names of inanimate objects, the lack of a single basis for classifying nouns by gender.

Difficulties are aggravated by the fact that there are no students in their native (Uzbek) language generic differentiation of nouns, i.e. no grammatical category genus. Therefore, the issues of the assimilation of the category of gender and related forms of approval requires special attention .

3. CONCLUSION

When studying morphology, students must acquire solid skills distinguishing between the grammatical gender of nouns and the correct the use of generic forms in coherent speech. For this in the tutorials provides familiarity with the basic theoretical provisions, and also practical development of the skills of using nouns in speechbof one kind or another. Many mistakes in the Russian speech of students are explained by ignorance of the gender nouns. These errors in the agreement of adjectives, ordinal numerals, possessives, and other consonant pronouns, and past tense verbs. Not knowing how to determine the gender of nouns, when composing sentences, students make mistakes in agreement with these nouns of other parts of speech. This also explains many student mistakes in the use of nouns in various grammatical forms. The difficulty of assimilating the genus is due not only to the characteristics the native language of students, but also the difficulty of expressing the very category of gender nouns in Russian. Generic differences of Russian nouns are expressed in different

ways: a) lexically, that is, in different words: father - mother, rooster - chicken; b) word-formative affixes: old man - old woman, lion - lioness; at) grammatically (morphologically: boy, edge, steering wheel; syntactically: new headman, etc.). Difficulties in agreeing with nouns of other words are overcome by students very slowly and only after they have mastered the gender of many nouns, so study in a national school the grammatical category of the genus of the Russian language requires the most intent attention.

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